

6/18/90

for

1 1848/3/1, Teacher Wanted, San Francisco Californian,
San Francisco, Portsmouth School, first schools

"The School Commissioners give notice that they will receive applications from those who may desire to take charge of the school in this place until the 11th inst. / None but those of sober and moral habits need apply. / As it is desirable to obtain for the school a good reputation, the commissioners will be as thorough as possible in their examinations.

By order of the Board, C.L. Ross, Secretary/ SF, March 1."
[advertisement for the first school teacher, which resulted in the hiring of Thomas Douglass].

2. 1848/4/5, School, San Francisco Californian
San Francisco, Portsmouth school, first schools

[same article appeared in the Calif. Star, Dec. 9, 1847]
Announces the opening of the Portsmouth Square school on Apr. 3, under Thomas Douglass, a Yale College graduate, with more than 10 years teaching experience and good recommendations; tuition will be charged at the school on the following basis:

"For instruction in Reading, Writing, Spelling and Defining and Geography, \$5 per quarter. In the above branches with the addition of Mental and Practical Arithmetic, English Grammar and English Composition, \$6.00 per quarter. In any or all the above together with Mental and Moral Science, Ancient and Modern History, Chemistry and Natural Philosophy, \$8.00 per quarter. In any or all the above branches together with Geometry, Algebra, Trigonometry, Astronomy, Surveying and Navigation, \$10.00 per quarter. In any of the above together with the Latin and Greek languages, \$12.00 per quarter. / Each quarter will consist of eleven weeks followed by a vacation of two weeks/ V.J. Fourgraud, C.L. Ross, John Townsend, John Serrine, Wm. H. Davis, Trustees." see folder 1, newsclips]

3. 1848/5/10, Letters to the Editor: For the Californian,
Californian,

San Francisco, early schools, tuition

(2:3) Poor children do not have to pay tuition, the board decided; they invite all those who can to support the school, to visit classes and become familiar with educational practices.
[copy serials file 1]

4. 1851/2/7, Education in San Francisco, San Francisco Alta,
San Francisco, early schools, Pelton

(1,2) Describes a visit to the Peltons' school in the Baptist Church in Washington St.; saw about 160 boys and girls ages 3-15 "gathered from every portion of the civilised world." From an educational standpoint, the school is flourishing; but the Peltons live on scrip, had to pay the school's current expenses out of pocket; the city should make formal provision of school and teacher; "We sincerely hope that the highly meritorious plans of Mr. Pelton and his wife will not be allowed to fail for want of proper support from our municipal government." [copy serials file 1]

5. 1851/3/1, Public School Statistics, San Francisco Alta,
San Francisco, Pelton, early schools

(1:2) [article is summarized from Pelton's 2nd school report] gives numbers and nativity of current students in the school--total 174, 67 from the states, 106 [that only comes to 173--check original numbers again] from other countries, including 1 from China; lists studies and books used in the school; 39 students were just orphaned in the recent cholera epidemic; he urges founding of an orphans home; he speaks well of Spanish students, by which he must mean Spanish-speaking. [see copy serials 1 file]

6. 1851/3/14, Mr. Pelton, San Francisco Alta,
San Francisco, Pelton

(2) It's not too late to donate money to help the Peltons out of their financial straits; "It is a shame if so many interesting little children shall be suffered to grow up in ignorance and wickedness--and a great shame if the public, which Mr. P. has served for a year and a half for nothing, will see him turned out of this house, with his sick wife, and not come to his relief. If so we cannot pray for our city's salvation." [copy in serials 1 file]

7. 1857/5/1, History of the First Public School in San Francisco--Valedictory of its First Teacher, San Francisco Bulletin,

San Francisco, early schools, Pelton

(1:) Yest. they had an article on prin. James Denman and the exam. at his school and his farewell address where he retold the history of San Francisco schools. [text of the address] He says, "On the 17th of November, 1851, I was elected to take charge of the first school, established under the free school

ordinance. It was opened in a low dilapidated- looking structure near the intersection of 2nd and Minna St." this was the Happy Valley school district. [copy in serials 1 file; was this related to the Nevins/Pelton controversy?]

8. 1857/5/2, Advertisement, San Francisco Bulletin,
private schools, early schools

Dr. G.W. Woolley's Mercantile Institute, 118 Montgomery St., teaches mercantile and ornamental penmanship and double entry bookkeeping "are here taught the most thoroughly and scientifically, in the shortest possible time and on the most reasonable terms." [folder 1, newsclips]

9. 1857/5/2, May-Day School Festivities, San Francisco Bulletin,
San Francisco, early schools, celebrations

(2:1) May Day "The time-honored custom of celebrating the return of blooming May"; many different festivities, crowds of happy children; ceremony of the May Queen (Miss Lucy E. Atwood); Powell st. grammar school-where crowning of the May queen held; after that speeches, songs, etc [lists items]; a collection taken up for one poor child's family. [copy serials 1 file]

10. 1857/5/9, Appeal to the Public by the Board of Education, San Francisco Bulletin,

San Francisco, early schools. school finance

(2:2) Most people agree that a public school system is important, but they need enough money to operate; pay the school tax.

11. 1857/5/9, Early School Teachers of San Francisco, San Francisco Bulletin,

San Francisco, Pelton, early schools

(2:2) Refers to a squabble between Pelton and Denman; board member Janes said in supporting the board's resolution re: Denman, they only meant to say Denman was the first teacher under the 1851 law; Sherman said Pelton was the first teacher under the American system, although there'd been earlier schools in San Francisco; the matter was referred to committee; the paper seems to side with the board suggesting that Pelton should keep quiet: "Pelton has been repeatedly before the public, in the newspapers,

at different times, claiming certain rights and honors in this matter." [copy serials 1 file]

12. 1858/8/23, The School Superintendent Question Settled, San Francisco ?,

San Francisco, Pelton

After the merger of SF city and county govt., questions emerged about which official would take over the merged offices, in schools, it was the supt. of schools position, between city supt. Pelton and City supt. Edw. A Theller. [copy serials 1 file]

13. 1858/?, The Public Schools of San Francisco, Hutchings California Magazine,

San Francisco, early schools

(35) "A good system of public schools is essential to the existence of a republican form of government." The US isn't the only country that has public schools, but its schools are very different from those in Europe because the poor don't have to pay tuition; so our system is a "leveler" and not likely to be appreciated by aristocrats; initiated by freedom-loving puritans.

Now 2 depts in SF--Union Street and Denman; most of the other schools are in "inferior rented rooms." While pioneer teachers like Mr. Pelton, would consider such surroundings comfortable, by comparison with schools in the east, the are "inadequate, ill-ventilated and unsightly." In some respects, SF schools resemble eastern schools, but here the discipline standards are more relaxed, children not forced as much which can lead to an "overtaxed brain and precocious development." Schools are more pleasant here, the school day is shorter, more physical education [details on this]; (36) Schools have dancing, May parties and singing, but over half the time is devoted to arithmetic, to the detriment of other subjects and training of other important things like the soul; "It is now an exploded notion that education consists in learning how to 'read, and spell, and cypher.' Ed. is development--the harmonious development of all the faculties of man's nature. The perceptive and expansive faculties, and training, as well as the reasoning and reflective."

(37) "The truest teaching is something intangible--an electric fire, which cannot be set down in figures and percentages, by examining committees. A teacher with a great heart is better than one with a great head. It will always be so, which children have souls as well as brains." [how did he know about "electric"?] (spends a paragraph admiring Pelton's good qualities, gives nativity of current students) (38) 29 come from China, 1 from Africa).

Teachers in the SF public schools total 72, in all, with an enrollment of 6152, with a.d.a. of 2704; 57 women and 15 men are

employed as teachers, plus a foreign language teacher in the high school and a general singing teacher; teachers' monthly salaries: h.s. prin: \$250; natural science teacher: \$240; Asst, lady: \$125; Prin. of grammar: \$200; female prin., primary and inter: \$105; assts: \$85--all for a 10 month year; but teachers usually aren't hired for 10 months, "and the average annual salaries would be about ten per cent. discount on the above rates." [?]

[filler] "A parent who sends his son into the world uneducated, and without skill in any art or science, does as great injury to mankind as to his own family; he defrauds the community of a useful citizen, and bequeaths to it a nuisance."
[copy in serials 1 file]

4. 1859/5/3, [unknown], San Francisco Alta,
San Francisco, Pelton, early schools

(2:2) May Day party will be held "rain or shine" in the Turn Verein Hall [sounds like the schools had separate May Day celebrations, may have had to do with the fund raising activities]

15. 1859/5/5, "A Handsome Present", San Francisco Alta,
San Francisco, Pelton, early schools

(2:2) Students at the festival Tues. evening presented J.C. Pelton, prin. at Hyde Street School, with a "beautiful watch" which "could not have been bestowed on a more worthy recipient."

16. 1859/6, Advertisement, French Academy, Hutchings Calif.
Magazine,

ads, 1860s, early schools

(88) Ad card: French Academy for Ladies and Gentlemen, "French School for both sexes and all ages. All the ordinary and higher branches taught." Prof. J. Mibielle, prin. [copy in exhibits 1 file]

17 1863/9/9, Kindergarten School, San Francisco Alta,
San Francisco, kindergarten

(5:6) Ad for kg. operated by Prof. Charles and Madame Miel, a "school for young children"; based on Abbe Gautier's system as adapted by Froebel; French and English are both taught and "all the methods are such as to combine Pleasure and Exercise with

Instruction"; they have references from the school they operated in NYC.

18. 1864/2/1, California's Grandfather Clause: The 'Literacy in English' Amendment of 1894, Historical Society of Southern California, Daniels, Roger and Eric f. Petersen

literacy, language, racism

(55) The literacy amendment of 1894 hasn't had too much effect on politics, though it was meant to bar voting rights of non-English speakers; there are several instances of language minorities against whom the law was not enforced; the main group the law was used against was Mexican-Americans; this may not be for long since Katzenbach v. Morgan (1966) a Supreme Court decision attacking literacy as a voting requirement. [copy in Serials 1 file]

19. 1864/4/12, A Sign of the Times--Opening of the First Colored Free School in San Francisco, San Francisco Bulletin,

San Francisco, first schools, segregation, Sanderson

(3:3) "Yesterday was a great day with our colored citizens who turned out in large numbers to attend the dedication of the first free school-house for colored children ever erected on the Pacific coast." on Broadway, above Powell, adjoining the Jewish synagogue, one story building, ceremony in the back room of the building "densely crowded" about 300 people showed up, many turned away since they couldn't get within "hearing distance." Speakers included J.B. Sanderson, W.H. Yates, a well known black man, songs by a choir, instrumental music, declamation by students "conducted with an impressiveness and serious footing rarely to be witnessed on such occasions." Excellent speeches, esp. that of Yates, who spoke of the "true means of advancement and progress which lay in their power to remove the prejudices of whites, which have so long operated injuriously against them." 6 members of the Board of Ed. attended along with supt. Nathaniel Gray and about 6 other white men; Messrs. Pope, Tait, Badger, Gray, Putnam and Dodge spoke at the end of the program, at Chm. P.A. Bell's request "who desired them to give the colored people a few words of cheer on the occasion if they could, and not to spare them in criticising whatever in their conduct and habits needed it. The occasion to the white people present was certainly a peculiar one." [what does this last quote mean? Follow up; the 6 who spoke may have been school board members; Nathaniel Gray is not among the list of school supts. of SF, who was he?] [copy in folder 1, newsclips]

20. 1864:2/1, Professor and Madame Miel's Exhibition-The

Kindergarten System of Education, San Francisco Alta,
Francisco, early schools, kindergarten

(1:1) The Miels are having an exhibition of their teaching methods in their "spacious rooms" next to the Unitarian church in Geary st. "and to which we have some time since referred at some length"; they feel this program will have "great and incalculable good" effect on the the children fortunate enough to attend these classes; the motto of the school: "The True, the Good, and the Beautiful." This isn't the superficial type of ed. "so frequently met with in many of our public schools in SF"; they teach English, French, Latin and German, mathematics, phusical sciences, drawing and vocal music; Mrs. Miel makes beautiful wax flowers "more exquisite artificial flowers have never been cultivated by the hands of a woman."

21. 1865/4/27, [missing, related to the investigation of Mr Mastick of the SF school board], San Francisco Alta,

San Francisco, school board

[part of article missing, summarizes testimony on a funding scandal, where bids for school houses and land didn't go through a competitive bid process, and L.B. Mastick voted on them; John J. Conlin, a contractor, testified Mastick threatened that if Conlin didn't buy from him, he'd have Conlin's contract for a paved street in front of a school revoked; Mastick denied it; a school dept. carpenter said he bought supplies from Mastick's company; the board found no conflict since these purchases were not made under contract.

1865/4/27, The Pelton Investigation, San Francisco Alta,

Pelton, school board

Yesterday the board's trial of Pelton began; Mr. Littlefield, a teacher at Rincon (where Pelton was prin.) said Pelton was often absent from school opening and closing, although board rules require his presence at both; he also went home for lunch, also in violation of rule requiring his presence; Littlefield had to take Pelton's class while he was away, which he often was, including during lunch recess, and sometimes even allowed students to leave during lunch recess, both against board rules; board member Lynch asked if Pelton discussed the teachers contract with teachers; Pixley objected, saying there were no charges around that point; "Mr. Lynch said that one of the main reasons of the dismissal was the language of Mr. Pelton in regard to the teachers contract. Witness found Mr. Pelton's class in very good discipline." Meeting adjourned [leaves us hanging, no other details; they meet again the following Sat.]

23. 1865/5/15, The Testomony in the Pelton Case, San Francisco Alta,

San Francisco, Pelton, school board

(1:2) The comm. heard testimony against Pelton in closed session, which established the following facts of the case: 1) On Apr. 28, 1864, Pelton advertised there would be a school picnic, although the board had previously ruled there would be no school picnics; he signed the names of some other teachers to the ad without their permission; the board thought "such affairs could not further the cause of education, and there is no lack of other picnics to which parents could send their children if they wished." Since Pelton didn't show due respect to the board's policy, he was fired. 2) Also last Apr., Pelton found out some questions that were going to be on the school exam, and he found a copy of the questions, and told his class what they would be; (an investigation by Tait, Gray, Widber and Whittemore found that Pelton concealed the facts of the case) 3) When Pelton sat for the exam as grammar master, he wrote an incorrect answer to the following question: What angle does the axis of the earth make with the plane of its orbit? He then went outside the room and asked McGlynn and Marks the question, then wrote a note to the board, correcting his original answer, and saying he did so without consulting "books or persons." 4) Pelton admitted he wrote an anonymous letter to the Call, criticizing board members for lacking proper backgrounds for their positions, including Mastick, a carpenter;

The newspaper apparently agreed with the board, that they were not victimizing Pelton, as Pelton claimed, just to prevent him from becoming school supt.; the board had the "legal and moral" right to fire Pelton, who thought he was so popular and so important that he didn't have to follow the board's rules. [any records beyond the supt. of schools report? what was the relationship between the board and Pelton after he was elected supt. how was the board selected?]

24. 1865/6/14, Educational Matters, San Francisco Alta,

Pelton, early schools

The board "adopted a stringent report against Pelton; [wasn't he just fired last month?] the board decided that the Thompson charges were unfounded; requested Mr. Thompson to resign; adopted a scale of salaries for next year, and ordered that the Lincoln School should be for boys and the Bush-Taylor School for firls, thus virtually commencing to separate the sexes in the higher classes."

The paper approves of sex segregation, associating it with the foundation of the principle of mass education and the preservation of our way of life and govt. which couldn't survive "Where teh masses of a country are ignorant" [no details on the

report against Pelton, or the other matters listed, anything available beyond municipal reports?]

25. 1866/?, II. Public Instruction in California, American Journal of Education,

early schools, Swett, Pelton

(40) [This article is taken from Swett's First Biennial Report] Swett is helping Nevada develop a framework for its public school system. (626--they apparently just reprinted from his report, not even changing the page numbers) Swett credits John Pelton with being the pioneer teacher, the schools beginning with the 1850 city ordinance; [he goes on about the activities of various earlier state supts.; includes an "abstract of the revised school law of 1866 at the end of the article. [copy in serials 1 file]

26. 1866?, Advertisement, Langley's 1867 Pacific Coast Directory, 1860s, early schools

Ad card for San Jose School for Colored Children, P.W. Cassey, prin. [any relation to Pheonixian Inst.? copy in exhibits 1 file]

27. 1866/?, California Educational Society, American Journal of Education, Swett, John?

California Educational Society, teachers orgs.

(50) The first Calif. Ed'l Assoc. founded by teachers in SF in 1852, reorg'zd in 1853; these were social reunions of teachers where they also shared ideas about teaching and improving schools; the first State Ed'l Convention held in SF Dec. 26-28, 1854, called by State Supt. Hubbs [lists topics of addresses].

(786) In 1860 the legislature approved funds for the first Teachers' Institute and in 1861, it was held along with the State Teachers' Convention; a second institute was held in 1862, and in 1862-3, the leg. approved funds for county institutes; [786-789, gives details of subsequent st. teachers' institutes in which avg. attendance was 300 teachers]. Formation of the Calif. Ed'l Society came after the 1863 meeting, Theodore Bradley, from SF was chair of the comm; scheduled a meeting on that topic for those interested "gentlemen." Formally org'zd June 6, 1863; Preamble reads: "We, as teachers of Calif., in order to further the ed'l interests of the State, to give efficiency to our school system, to furnish a practical basis for united action among those devoted to the cause in which we are engaged, and, for those purposes, to elevated the office of teacher to its true

rank among the professions..." Art. 3 of the constitution limits membership to men. [ff. copy of the CES constitution]

(790) Officers: John Swett, pres. T.S. Myrick and D.C. Stone, v.pres. T.C. Leonard, Corres. Secy; Bernhard Marks, Recording secy., J.C. Pelton, Treas. Officers: SJC Swezey, James Stratton, AE McGlynn, SA White and AH Goodrich, exec. comm; Swett, Geo. Tate and TC Leonard, Examining Comm. [some biog'l details on Swett; see copy serials 1 file]

1869/12/4, Installation of Mr. Pelton, San Francisco Alta,
San Francisco, Pelton, reformatory

Friday Pelton formally became supt. of the Industrial School, CD Carter, pers. of the board, R O'Neill and Secy Thomson were there for the ceremony, which included a song, remarks from Carter and from Pelton. Pelton said the boys would all start out there on an equal footing, out-going supt. Morrill made a farewell statement; then the boys went out and Pelton was intro'd to the rest of the school's staff; school officers presented Morrill with a double-barrelled English fowling piece on the occasion of his leaving.

29. 1869/6/30, Intemperance Among School Boys, San Francisco Alta,
Francisco, drug use

(2) Intemperance is a terrible problem, some students "are actually incapacitated from pursuing their studies in consequence of their intemperate habits. In more than one instance we have heard of youths having been expelled from collegiate institutions on account of drunkenness." But the problem is worse than that. One [mother??] wrote in, "I have seen young persons, from boys whose chin hardly reached the top of the counter, up to young men of 20, standing as close together as they could while drinks were served by willing hands to destroy the health and happiness of the students" [illeg]. If one is drunk, the barkeeper [illeg] his employer will say, 'Well, he did not get it here he only had a little soda, or a glass of wine [illeg] that would not hurt a child; but it is easy to [illeg] on this road to ruin.' The paper says "It is a sin and a shame that boys and children should be thus debauched by wicked or thoughtless men, and that they should be made unfit to pursue their studies by those pernicious habits..." Maybe a public school police force should be established, to keep a "strict watch ... over such liquor dealers as may be suspected of selling to pupils." [copy serials file 1]

30. 1870/3.14, Disorganization in the Public Schools, San Francisco Alta,

San Francisco, corporal punishment

(1) Teachers don't know where they stand, and the boys take advantage of them, "hence all useful work is practically for the present suspended in many schools." [details about Judge Sawyer's decision, abolishing corporal punishment, gives views of OP Fitzgerald, Swett, Dr. Luck, Bradley and Flood, questioned by reporter, copy serials file 1]

31. 1870/3/20, The Lincoln School Case, San Francisco Alta, corp. punishment

(1) Judge Hardy found teacher WA Robinson guilty of assault and battery on student John Goldsmith; how severely did the teacher punish? "The boy himself testified that he received about 50 blows; his comrade thought about 1000; the lady teachers, 7 or 8, the defendant believed 20 or 25, and Dr. Toland testified that there were 4 or 5 welts." The paper sides with the teacher arguing the boy had to be disciplined for the good of the school, calls the verdict infamous. [see copy serials 1 file]

32. 1871/2/2, Our Public Schools: Is the Course of Study Injurious to the Health of the Children?, San Francisco Alta,

San Francisco, early schools

(1:1) The SF Medical Society spent 6 months studying the city's public schools and effect of the schools "upon the health of the children attending. It has often been suggested that children have-been overtasked; that their studies are more than they can, with due regard for their health, accomplish." Drs. R. Beverly Cole, Henry Gibbons, Jr. and Wm. A. Grover formed the committee conducting the site visits along with Mr. Plunkett (sp?), school director for the first district. The following schools were observed (all in one day): North Cosmopolitan, Powell St. Primary, Boys High, Girls High and Denman Grammar. They wanted to find out how much time the children studied after school, the average age of students in different grades and "if they felt that they had suffered from the effects of study."

In the Cosmopolitan school, students studied French and German in addition to other classes, so were in school till 3 pm, 15 minutes longer than other schools; sometimes they didn't have time for singing "and other exercises"; it's a mixed sex school, Miss Kate Kennedy is prin. there; she said she had to do some remedial work in arithmetic, exp. with the girls who often didn't get it in earlier classes; average age of students in 1st and 2nd grades about 13 [? type is unclear]; in 3rd and 4th grades, about 13; in 5th and 6th grades, about 16 1/2; and 7th about 9 years [can this be right?]; they had a "necessarily large" amount of homework, given the course of study they pursued [no

generalization about it].

Powell St. Primary-also a mixed school, Miss Benjamin, prin. 8th grade avg. 8 years old; 9th grade avg. 7 years old; According to the prin. "it required unusual exertion on the part of the teachers to prepare the children for graduation at the end of each form, who, being young, could aid but little in their advancement by their own studies. It appeared, from her remarks that too much was required of the children." [does this mean the kids were too young to do a lot of homework?]

Boys' High-Mr. Bradley, prin. Boys ranged 13-20 years old with avg. age 14 1/2. Prin. says they studies about 3/4 hour outside school and 1/2 to 2/3 hr. in school time; "Strictly speaking, the boys are not compelled to study, except while in school." When the boys were asked, none said they studied more than an hour outside school.

Girls' High- "It was noted at once that the building is very poorly ventilated. The air in the apartments on the ground floor is almost poisonous, and must be exceedingly injurious to the health of the children." Students in the junior and senior classes averaged 2 hours of study per night, the intermediate class, 1 1/2 hours; "The children said they suffered nothing from this study. The Board of Education should take immediate steps to provide the lower class rooms of this building with proper means of ventiation. It is absolutely necessary for the preservation of the children's health."

Denman Grammar-"In this school the Committee prosecuted their inquiries with more exactness than in any of the others." Of the first graders, 12 studied over 2 hours, 73 for 2 hours, 23 for 1 1/2 and 10 for one hour. "Eleven children and the teacher said they awoke in the morning with headache and seven felt the study required of them too much." In second grade: 59 studied 2 hours, 19 for 1 1/2, and 6 for 1 hour. "All felt the study too much for them, and 32 said they awoke in the morning troubled with headache." The comm. thought the work the students were given was too hard, but the teachers disagreed.

The comm. found the desks too high in some schools; they felt, and teachers generally agreed, that the school manual required the students to go through too much material too quickly in the 8 year program; the doctors are likely to recommend an extension of the time for completing school, among other reforms.

[folder 1, newsclips]

33. 1871/5/1, Our Reformatory: Anniversary Exercises at the Industrial School, San Francisco Alta,

San Francisco, reform school, Pelton

(1:2) Between 300 and 400 people turned out for the 13th anniversary exercises at the reform school; met at the San Jose RR depot and carried in 5 cars to the Industrial School where they were met by Supt. Pelton and his "corps of assistants" while a band of the school boys played "a lively march." "Literacy exercises took place in the main schoolroom decorated with flowers, branches and "national emblems." Pres. [of the school

board?] Carter gave the annual address, he said "never in the history of the School has its internal affairs been in a more satisfactory condition than at present." Boys are well fed, do work at the school or its attached farm, workshops or bakery; when they're not working or at classes, they go to the band room: "We find music a most valuable aid.... Viciousness and depraved habits find a strong enemy in music. The devil can be driven out of a boy much more readily with a musical instrument than by violence or confinement. This is a fact which some persons may doubt, but they are doubters only because they have not had an opportunity for observation in the matter."

Carter wishes the legislature would give the school money for some machinery, which he thinks could go a long way toward making the school more self-sufficient, though he seems quick to add that their production "would never be so large as to affect outside manufactories in any appreciable degree." In addition to helping support the school, it would provide the boys with a trade they could take away with them.

According to the "Financial Exhibit" there were on average 30 girls in the Madgalen Asylum during the past year. Of the boys currently in residence at the school, 6 were Chinese, 6 from Gt. Britain, 4 from Central and South America, 5 from Germany, 3 unknown, 3 from other countries, the rest from Calif. or the other states.; the boys gave a program; there were a few other speakers; Supt. Pelton noted this was his 2nd anniversary at the reformatory; he found most of the boys "faithful, honest and industrious as any other set of boys he had met" and that there were some things he'd like to have done, but didn't have the funds to do; he hoped the public would remember how important this institution was; after a benediction, all "were invited to partake of a collation spread in the dining-room, to which justice was done."

34. 1871/7/12, Our Public Schools: Duties and Rights of Students, San Francisco Alta,

San Francisco, early schools, students

(1:2) Taken from the revised school manual. Schools open to children 6-21 years old; Indian or African children can't be admitted to white schools, but separate schools will be provided for them. Excessive absence is over 3 times per month without a good excuse; "Wilful disobedience, habitual truancy, habitual vulgarity or profanity, stealing, or the carrying of deadly or dangerous weapons shall constitute good cause for suspension or expulsion"; students who deface or break school property are subject to suspension or punishment and parents liable for damages; "Pupils whose parents shall have created a disturbance in school, or shall have censured, abused or insulted any teachers before their classes, or on school premises, shall be liable to suspension; indigent students will be provided with books on the recommendation of the prin."

35. 1877/12/1, Not Badly Whipped: Acquittal of the Principal of the Model School on a Charge of Severely Beating a Boy Pupil, San Francisco Alta,

corporal punishment

(1:3) Mrs. A.L. Dubois, prin. of the Model School at Geary and Jones, was acquitted on a battery charge of having beaten a 7 year old boy, son of Mrs. Corlet of Ellis Ave. Prin. had been in the public schools for 25 years, and never before a mark against her; the trial lasted all day and excited a lot of interest in the outcome; prin. didn't dispute that she'd punished him at the request of his teacher; a doctor was produced who said the boy had been severely beaten, but couldn't have gotten such wounds from the "four or five whacks with a piece of whip-lash"; the boy had been punished in the hallway and returned to his classroom right afterward, and no one heard him cry out, was said to have returned with a smile on his face; the defense argued the boy's mother had probably done the damage prior to the prin., the boy had been heard shouting over 200 ft. from his house; mother protested she'd only "boxed his ears" down in the basement; rather than going to the prin. and asking why the boy had been punished, the mother took him to the newspaper office of the Post, and raised a fuss.

36. 1878/7/17, Public Kindergartens, San Francisco Alta,
San Francisco, kindergartens

(1:1) A "Public Kg. Society is about to be organized in our city. The kg. system has been everywhere received with favor among the opulent classes; but it is among the children of the poor that its introduction is more particularly desirable." it's a "necessary supplement" to the public school system; for ages 3-6 years old; "At his age the child's mind is extremely pliable and capable of receiving lasting impressions, both good and evil. The kg. seeks to confirm the good and to exclude the evil....[by] developing the different senses." Kids are taught to weave and sew, mathematical principles; "the child learns to play, and plays to learn."

Poor children at this age are often in a "most pitiable condition" neglected, often both parents work all day, "the father toiling in some factory--the mother, on her part, seeking to add to the scant earnings of the family." It's not surprising that these children left poorly tended, are exposed to the evils, the "vicious examples" of the street. "how much better if these waifs were gathered from the streets and brought under the ennobling, moral and intellectual influence of the kg. In NYC, Prof. Adler has operated a kg. for some time under the Society for Ethical Culture; the idea of free kgs. for the poor children is rapidly spreading.

1878/7/24, Kindergarten Schools, San Francisco Alta

Francisco, kindergartens

(1:3) Judge Heydenfeldt presided over a meeting at the Baldwin Hotel to discuss the idea of founding free kgs. in SF; Heydenfeldt said "We have only recently awakened to a sense of ... duty" to help deliver the "humanizing influences of ed. on those who, without it, would become members of the class spoken of as our 'Street Arabs.'" Left alone, these children will just run in the streets and eventually add to the "criminal classes." Schools are to be non-sectarian, "neither religious nor non-religious instruction will be given." He denies that the upper classes have no sympathy for the working people, this will "do more to reconcile differences than the more giving of dollars....We propose to help them to help themselves."

The Public Kg. Society will have a 9 member board of trustees, including Heydenfeldt, F. Schuenemann, Pott S. Nickelsburg, James W. Winans, Frederick MacCrellish, Mrs. H. Behrend, Mrs. Muser, Mrs. L. Gottig, and Mrs. Marwedel; Prof. Adler was there to help out in the organizing of the school.

1879/12/27, A Beneficent Work, San Francisco Alta

San Francisco, kindergarten

(1:3) "a free kg. on the Barbary coast-Christmas tree for the poor children;" operated at 116 Jackson St. by Mrs. Sarah B. Cooper and ladies in her Bible class for children 3-6 years old; between 30 and 40 poor children "have been gathered in from the byways and alleys and places under the best kg. training"; a large, beautifully decorated tree was set up for the "little unfortunate children" and gifts "were distributed by a rollicking [sic] Old Santa Claus, who fairly drove the children wild with consternation at first, and then with merriment. The children themselves had made pretty presents with their own little wee hands, for their parents and teachers, and showed that they were learning the sweetest of life's lessons in loving to give, as well as to receive....If SF would multiply these Kgs. until every little unfortunate child came under the benign influences of this kind of training, there would be no 'hoodlum' element in the future of this city."

1880/5/29, Kindergarten, Sacramento Union,

Sacramento, kindergarten, 1880s

(8:5) Taught by Miss D.A. Curtis, kg. and afternoon classes, Conservatory of Music, 11th between I and J. The afternoon class is for public school students who want to continue or review their current school work and allow them to

take part in some "kg. occupations." Tuition \$4.50 per month for each (kg. or afternoon). [copy in exhibits 1 file]

40. 1892/8/19, , San Francisco Call,

Pelton

(8:1) A benefit to be held in Metropolitan Hall to help out John Pelton "who is now affected with a serious sickness and unable to do anything for himself." Maj. Henry Dane will lecture on New Zealand, tickets at 25 cents may be purchased from any high school prin.

41. 1894/10, The Chinese in Los Angeles, Land of Sunshine, Chew, Ng Poon

Los Angeles, kindergarten, segregation, mission schools

(103) 8 evangelical churches in LA operated evening mission schools; "These schools serve as a means to an end. To lead these benighted one to the true God; to illuminate their darkened minds....No matter how dark you may paint Chinatown, and how sinful you may characterize its inhabitants, there are bright and bold spots within its border, through the reflected rays of these Chinese missions."

The Presbyterian church sponsored a kg. school attended by about a dozen children; they learn English and have singing lessons. [kg. folder, illus. Mission kg.- 13 children in traditional dress surround teacher]

42. 1894/12/25, Cahrges Neglect: John Pelton Upon Moral Instruction, San Francisco Call,

Pelton, religious instruction

Pelton gave a paper, "Religious Instruction in the Public Schools," yest, at a meeting of the Presbyterian Ministerial Union. He said that although great progress had been made in intellectual education, the moral faculties were being neglected, leading to the current increase in crime, vice and immorality; "The world has become materialistic, mammonized, as perhaps it never was before. Gold has not only become king, but is worshiped as God, so that anything else is comparatively of little concern to the mind of man. Our public schools have reached a degree of efficiency that challenges admiration; [several glowing compliments on teachers, students and progress].... are destined to fail to the great end of making of their pupils good citizens" because religious instruction has been neglected.

43. 1894/5, The Father of San Francisco Schools, Overland Monthly, Fisher, Philip M.

San Francisco, Pelton

[initially repeats story of his voyage to SF and early efforts to get shelter and earn money]; sometime 1850-51, the Peltons lost their house when the city didn't pay them; his wife not only helped in the school, she also kept a boarding house and among their guests: Hon. James Wilson, J.W. Simonton, Frank Rice, Hon. J.J. Warner, Hon Frank Soule, Dr. Henry Gibbons, Chas. L. Strong and Mr. Hopkins (the person Judge Terry had stabbed). [judging from the dates of the resolutions before the city council, Pelton must have spent a considerable amount of time lobbying with its members]; Gov. MacDougal wrote that Pelton was in San Jose during 1850-51, helping write the first school law; State Sen. J.J. Warner wrote "The deep interest and untiring zeal displayed by you in creating the free school system, since your first arrival in Calif., and the voluntary assistance which in 1851 you gave to the Legislature in forming the school laws of Calif., together with your continued efforts in carrying into practical operation the system of the public schools of this State, have placed not only the State, but the rising generations of Calif., under many and lasting obligations to you." He notes that after Pelton's accident in 1872 when he was thrown from a buggy, Pelton "drifted to San Diego to die" but he recovered after several years. [copy in Pelton file]

44. 1894/5/24, Pelton's Benefit, San Francisco Call,

Pelton

(7:3) Tells details of upcoming benefit for John Pelton to be held at the Odd Fellow's Hall, including speakers and entertainers, and their topics or selections; also quotes from a note sent Pelton by Gen. WHL Barnes. [copy in serials 1 file]

45. 1894/5/27, Pelton's Benefit, San Francisco Call,

Pelton

(10:3) Details on program of charity benefit held at Odd Fellow's Hall on the 26th; a "few score" showed up, fewer than the number of tickets sold, the rain probably prevented a larger turnout; "During the whole entertainment Professor Pelton, sitting quietly on the platform, came in for the largest share of the applause, for whenever his name was mentioned it was the signal for a lively handclapping." [copy in serials file 1]

46. 1897/3/2, Selling Pelton's Books, San Francisco Call,
San Francisco, Pelton, illus

(11:4) Pelton has been notified that he can't let his two daughters sell his pamphlets and poems on the local train, "they should not be permitted to meet all classes of people"; the board also complained to Mrs. Prescott of the Children's Society about the situation. According to Mrs. Prescott, the kids don't miss school, their mother is with them when they go out selling books on the train and supervises them personally; those who complain don't understand the situation, she says; the Peltons (parents and three small children) rent 3 rooms on Market St., Mrs. suffers from dropsy and can't work apart from her housework; the family is so poor "life is nothing more than a continual struggle up from the narrow edge of existence." [copy serials 1 file, illus. of two girls]

47. 1899/4, California Pioneer Schools, Land of Sunshine 10:241-6
Dudley, M.E.

early schools, early teachers, Isbell

(241) First schools were mission schools, founded in 1769, which operated about 60 years; Dudley calls them "old-time polytechnics" where students learned a new religion, to read and write, a new language, and to work at one of the homely arts: including architecture, weaving, making soap, bricks or shoes, carpentry; Later LA, SB and Monterey est. intermittent schools which had occasional public support through a combination of municipal funds and private donations; a public school operated in LA through the church, est. with a mass and ceremony, taught by Manuel Requena; he taught reading, writing, "the first four rules of arithmetic, and Father Ropoldi's catechism." The ayuntamiento gave the school \$500; [lists school equipment and hours]

Describes Olive Mann Isbell as teacher of the first American school in the Mission of Santa Clara; [bio details on the Isbells] came out in 1846, by overland trail; (242) arrived in Oct. and started school in Dec. school was held in a room off the patio; (243) dirt floor, boxes for seats, opening in tile roof for smoke to escape when they lit a fire on rainy days (on a platform in the center of the room); she later had a little school in Monterey in similar conditions. [more on old schools, several illus. copy serials 1 file]

48. 1902/12/25, Pioneer Educator in Need: the Wolf is Snarling at the Door of J.C. Pelton, San Francisco Chronicle,

Pelton

Pelton currently lived in LA; was run down by a street car, "rolled over many times, and then cast bruised and bleeding beneath the fender of another car moving in the opposite direction. That he was not killed was miraculous." He needs help from his friends, he'd be happy to receive any Christmas present former students or friends might give; residence: 439 Colyton St., LA; Pelton has decided to petition the state legislature in the hope they might give him "some substantial recognition" for his role in founding the state school system. [he later did this and received some kind of stipend, follow up]

49. 1902/12/5, Pioneer Teacher is Badly Hurt, San Francisco Chronicle,

Pelton

LA, 12/4, Pelton hit by cable car; is about 72 years old [?]; he was crossing Spring St. and tried to dodge an oncoming wagon, didn't see the cable car approaching; struck and rolled for several rods by the car; suffered injuries to head, neck, back and internally; a patrol wagon took him home; it's feared injuries may be fatal because of this age; for the past 5 years, he's been supporting himself by selling copies of his history of the schools and poems; "His two little daughters have been selling this book at railroad waiting stations and in the hotels." [how could his daughters still be little? he must have been in his late 60s or early 70s, follow up]

50. 1903/12/24, James [sic] C. Pelton Takes Carbolic Acid by Mistake, San Francisco Call,

Pelton

Los Angeles, 12/23, [identifies Pelton as "the oldest and probably the most famous educator in Calif." [so must have been John not James Pelton] Says Pelton was over 80 [correct?], deaf and nearly blind; had been suffering from bronchitis, and taking eucalyptus oil as medication; in his semi-darkened room, he mistook carbolic acid for his eucalyptus oil, and took a big dose; the acid burned this mouth and throat, and he ran to the nearest drug store where he received alcohol for a treatment; from there he was sent to Receiving Hospital; "physicians think he will recover."

51. 1904/11/13, Pioneer Teacher is Seriously Injured, San Francisco Chronicle,

Pelton

Yesterday Pelton was struck down and seriously hurt by a

horse and light wagon "The driver of the wagon is unknown." [hit and run driver?] His being deaf prevented him from hearing the wagon; accident took place at East 22nd street and 24th avenue, near the house where he lived with G.P. Garder; he was forced to give up teaching earlier because of injuries received in another accident in which he was thrown from a buggy; his savings were used up trying to secure treatments for his injuries; "At last he was compelled to seek assistance, and some time ago was taken into the care of the Associated Charities, who pay for his support." [copy serials file 1)

52. 1904/?, An Aged Educator's Fall, San Francisco ?,

Pelton

Pelton had an accident yesterday evening when returning home from trying to sell copies of "Sunshine and Shadows"; had a dizzy spell and fell from car 21 of the SF-San Mateo electric road; it took place on Guerrero St. near 21st, near his home; "The unfortunate man was unconscious when picked up, and was taken to his home by a police officer. His injuries are quite serious, and his head is in a shocking condition from the fall to the pavement."

53. 1910/10/15, Letter to the editor, Argonaut,

kindergarten, early schools, Wiggin

(245) The first kindergarten was after a meeting held in July, 1878 in the Baldwin Hotel when Judge Solomon Heydenfeldt and others formed the Public Kindergarten Society and Heydenfeldt became its first president; the members canvassed SF for subscribers and got 130 names; Kate D. Wiggin became the first teacher in the kindergarten this group formed, the Silver Street Kindergarten which operated under the PKS; then she opened a kg. of her own and the Silver Street School moved to Mission St. and the PKS incorporated as the Pioneer Kg. Society and opened several other schools.

Early financial backers of the kg. included Wm. M. Lent, Horatio Stebbins, Adolph Sturo, Prof. Hilgard, John Swett, Mrs. D.C. McRuer, Mrs. Isaac Hecht (Helen), Mrs. J. Roeding, Mrs. James Speirs.

54. 1911/3/6, Noted Teacher Death's Victim Amid Poverty, San Francisco Call,

Pelton, illus.

Pelton in a shack at 101 Schiller st, Ocean View; his body taken to the city morgue, attempts will be made to remove his

body to LA and bury him beside his wife [what about the 1st wife? buried in SF?] "He is survived by several children, who will do what they are able to obtain a fitting funeral for their parent, and prominent educators and school officials will plan for the services."

Pelton's wives both had children: first John C. Pelton (LA), Mrs. Melvina Kellogg (Berkeley); second, Mrs. Anita Bramble, (husb. GB Bramble, 2334 25th St., Mrs. Frieda West (LA), and John C. Pelton (USN).

[lists schools and positions held in SF schools, including the reform school; says he spent his own money on a fact-finding trips east; the state leg. later gave him a thousand dollar compensation payment for the role he played in the development of education in this state]

His first accident: says he was the first supt. of the first reformatory in the 1860s, [not correct? sounds like they're describing the ride to San Jose] accident happened in 1871- while driving to school from the city, "thrown from his buggy and so severely injured that he lost the use of his faculties for two years. After his partial recovery he went to the south seas. He never fully recovered his capacity for educational work and partly supported himself for many years by writing verse and essays which he sold in the public schools of the state and his children sold on the railroad trains. [copy in serials 1 file]

55. 1933/1, Origin and Development of the Public High School in California, California Quarterly of Secondary Education, Napier, John. H. Jr.

early schools

No mention of high schools in 1849 constitution; the first school law passed in 1851 allowed school districts to tax themselves for ed'l purposes, to establish a library or high school; this was repealed in 1852, and the new law allowed them to build secondary and grammar schools [not clear, missing something here?]

The first two high schools were build in SF and Sacramento, both completed in Aug/Sept. 1856; in 1879-high schools had been formed in only 14 towns: Nevada City [?], San Jose, Grass Valley (1863-9 ?), Stockton, Sta. Clara, Vallejo, Oakland, Marysville, LA, Petaluma, Sta. Rosa, Sta. Cruz, Alameda, Gilroy.

56. 1950/7, Portsmouth Square Speaks, (typescript), Landis, J.F.
San Francisco, Portsmouth school, first schools

Accompanied by photo of "our" Portsmouth Square school; Oct 1847-a private school operated by J.D. Marsden, with about 30 students, open only a few months; Apr. 3, 1848- Thomas Douglas opened the Public Institute, closed when everyone went to the goldfields; Apr. 1849-Rev. Williams opened a school in the same

building; Apr. 1850-Pelton moved here from school in Baptist church after passage of first school ordinance; (6) first public entertainment took place here, Steve Nasset, a one man show for which \$3 admission was charged. [folder SF23/Special collections, history room binders, Wells Fargo History Dept., SF

57. 1955/11, Dr. and Olive Mann Isbell, Pioneers of 1846, Ventura County Historical Society Quarterly 1:1-7, n.a.

early teachers, Isbell

(2) Says to beware of the large number of discrepancies in the Isbell papers and stories about them; see notes to article; from a note Olive wrote and stuck behind a photo of herself, found a few years after her death: "My first teaching in California was commenced in the month of December, 1846, in a room about 15 feet square, with neither light nor hear, other than that which came through a hole in the tile roof.... I taught the children of my fellow emigrants under great difficulties. We had only such books as we chanced to bring with us across the plains, ... I had about 20 scholars." [dated 3/17/1893, copy in serials 1 file]

58. 1957/4/28, "California's First School-Houses", Oakland Times, Knave,, Patton, Annaleone D.

San Francisco, Portsmouth school, first schools

Along with photos of the Portsmouth Square schoolhouse like the one we use, Patton has enlargements from Swazy's 1847 Map of SF, a birds eye view of early SF showing location of the school; she cites the Calif. Society of Pioneers as source of the photo and 1847 as the date the school was built on land donated by Sam Brannan; she has another photo showing a reconstruction of the first schoolhouse for the tri-year centennial 1948-1950; the schoolhouse was rebuilt on Portsmouth Square facing Brenham Place. [see copy in CSL Bio Info File, annotated with snapshots, n.d.]

59. 1962/12, Kate Douglas Wiggin: Pioneer in California Kindergarten Education, California Historical Society Quarterly, Nunis, Doyce B. Jr.

kindergarten, Wiggin

(291) Friedrich Froebel was a firm believer in the Christian "law of love" and thought that it could be instilled in young minds, the world would be a better place. After the Civil War, with the advance of industrialization in the U.S., and the emergence of urban poverty largely unknown before, many people

came to agree with Froebel, they felt sorry for poor children, and wanted to improve their lives with the "New Education."

(292) Felix Adler was a leading proponent of the idea, and was influential in the founding of the Public Kg. Society in SF in 1878; officers: S. Heydenfeldt, pres., Siegfried Nicklesburg, Dr. Jos. Hirschfelder, secy., board of directors, Rev. Horatio Stebbins, John Swett, Mrs. Henry Lessing, and Mrs. Emma Marwedel.

(292) [bio. info on Marwadel and how she came to be a kg. reformer] (293) Marwadel, on the urging of Caroline M. Severance, reformer and head of the New England Froebel Society, went to LA to spread the word on kgs. She opened the Calif. Model Kg. and the Pacific Normal Training School for Kgs. at 134 Hill St. Her first class had about 20 children and 3 young women, K.D. Smith (later Wiggin), Mary Hoyt and Nettie Stewart; in 1878, apparently disappointed with how her kg. idea was received in LA, she moved to Oakland and opened a private kg. It was she who recommended Wiggin for her post in the Silver St. Kg

(293-298) [bio. on Wiggin, her ed., experience in Marwadel's kg. normal school, and with Severance who also moved to LA] The kg. she opened in SF had 50 students in the first class; (299) John Swett was prin. of Girls' High School and Normal Class in SF, He and Mrs. Mary W. Kincaid, from his staff, sent Wiggin 2 student teachers "partly as assistnats and partly as students of kindergarten methods." Later the supt. of SF schools asked Wiggin to lecture to groups of SF teachers; she was also active in the California Kg. Union est. 11/8/1879 (later named the California Froebel Society). Oct. 6, 1879, Swett brought Sarah B. Cooper to see the kg. and inspired her to form the (300) Golden Gate Kg. Assn.

In fall 1880, after 3 months of study in the east (with Susan Blow and Elizabeth Peabody, among others) she returned to SF and founded the California Kg. Training School; her sister Nora was among the first 4 to study here; Nora had taught kg. a private school in Magdalena, Sonora, Mexico and was prin. of girls' dept. in Tuscon Az. public schools; meanwhile, Kate became an active lecturer; in 1884 she moved to NYC; but this time Calif. had 34 kgs., mostly in SF with 64 teachers and nearly 1600 students; most of the teachers were grads. of the California Kg. Training School; the SF City School System had also adopted the kg. "in principle as a facet of the public schools for children 5-6 years of age. No longer would kg. ed. be looked upon as an exclusively charitable or private endeavor: it was now accepted as a public responsibility." [overstatement? see annual reports of SF supt.]

(301) Kate became a prolific writer, initially to raise money for kgs. but had increasingly less to do with actual operations of kgs. 1884-92, she gave brief lecture series at the Kg. Training School, but spent most of her time writing and lecturing;

(302) Most of the kg. records and artifacts were destroyed in the 1906 quake and fire. But Nora Smith kept 5 scrapbooks through 1897 which are now in the Bancroft Library. [follow up] [kg. folder]

60. 1964/3, A Yankee Patriot: John Swett, the Horace Mann of the Pacific, History of Education Quarterly 4, Polos, Nicholas C.

Swett, early schools

(17) Swett is considered the most influential educator of Calif's past; he arrived in SF in 1853; (18) after calling on the supt. of schools there, he left for the goldfields, but returned to SF after a few months, and became prin. at the Rincon school at 1st and Folsom sts. (19) In 1862, he ran for state supt. of public instruction; [details on his work as an educator and his New England background; (20) Polos feels the Civil War years Swett served as supt. were the most important, he was a strong Union man and (21) ardent patriot; under his supervision, the Calif. school system was "quietly and peacefully revolutionized" (Swett's words).

(24-25) While building a West Point of the Pacific-type of university was one of Moulder's dreams, Swett preferred to conceive of the school system as a unit, and to work on the foundation first, he wrote: I feel called upon in behalf of the common schools of the State, to enter my earnest protest against burdening the State with the support of a University until she has established a system of free public schools....When the State has provided for every child the means of a common education, then let high schools and State universities be established."
[copy serials 1 file]

61. 1964/3, The Business Community and the Public Schools on the Eve of the Great Depression, History of Education Quarterly 4, Rippa, S. Alexander

business and schools, vocational ed.

(33) [data sources are pamphlets, proceedings and speeches made mostly by men involved with the National Assn. of Manufacturers (NAM)] The number of children in high schools increased by about 6 times between 1890 and 1915; by about 1900, businessmen were increasingly interested in vocational ed., since unions were restricting the apprentice system; (34) immigration quotas reduced the number of skilled workers that would come into the country and business had to look to the young for workforce entrants; according to the NAM, "we must mold [children] to carry on the work of a new generation which is facing new industrial problems in quite a different way from the way our fathers faced them." Schools were seen as "stuffing" students with irrelevant ideas that were "repressive" and "dull[ed] the instinct" to work with the hands; (35) c. 1917, in the years of prewar preparedness drills, people became more receptive to such ideas; the arguments in favor of vocational ed. made by business were justified on the basis of necessity for the position of the U.S. in the world; (36) schools were criticized for "gross inefficiency" for teaching the children a little reading and writing which they quickly forget, and go out into the world with out any skills at all; NAM argued that public schools be "systematized, thoroughly,

comprehensively, and with the sole view of utmost efficiency; efficiency in every direction to the last degree, and for the last child." and the way to measure efficiency was through the bottom line (37), schools were not considered a good investment; (38) business leaders saw ed. as a waste of time if it had no directly practical application: "There should be no education which does not produce ideals and purposes for the services of mankind. If any of those ideals, actions and purposes is so dimly conceived as to have no practical application to the problems of life, it is not a valuable product of education; it is idleness and spendthriftness of human energies with appreciable result."

The NAM also argued that thanks to schools, industry was getting the worst of the students, that those with the ability to do so, went on, and business was left with those who were not competent on a minimal level, even those who did receive a high school diploma: "Forty per cent of high school graduates haven't a command of simple arithmetic, cannot multiply, subtract and divide correctly in simple numbers and in fractions. Over 40 per cent cannot accurately express themselves in the English language or cannot correctly write in their mother tongue.... (39) From 30 to 40 per cent of them do not know by what outstanding facts civilization in the U.S. differentiates itself from the civilization of other countries; what were the controlling purposes and aims which established this country and which have forwarded its maintenance." They blamed schools and universities for spreading socialist ideas, as well. [copy serials 1 file]

62. 1964/4?, Except a California Indian: A Study in Legal Discrimination, Historical Society of Southern California Quarterly, Fernandez, Ferdinand F.

segregation, school law, Indians

(161) Calls the mistreatment of Indians one of the worst chapters in Calif. history; (162) At least the Spanish gave Indians a few basic human rights; behaved toward them with paternalism, wanted to train them to develop useful skills and discipline; (163) the whites came in with an arrogance suffused with hate, and began to destroy the Indians, taking their land, passing laws denying them civil and property rights, brutalizing Indian women and children, etc; the est. Indian pop. in 1770 was about 135,000; by 1848, only about 90,000 remained; only about 20,000 in 1880, and it continued to fall to a low of about 15,000; [details on laws denying Indians rights--hunting and fishing prohibitions]

(167) The common school law in 1860 excluded blacks and Chinese along with Indians; in 1864, the law allowed the building of segregated schools; and in 1866 the law allowed half-breed Indians living with white families to attend regular school classes, and in cases where no separate school was provided, non-whites could go to regular schools as long as whites didn't object; but in 1870, the law required Indians again to attend separate schools; in '74, Indian children could again attend

regular schools in the absence of separate schools. In 1880, separate schools were eliminated, then in 1893, segregation was again imposed; (168) lists back and forth laws in 1900s, till the odd law in 1935 that ended up eliminating most segregated Indian schools.

In 1863, there were 5 Indian schools, by 1879, there were 7; in 1932, there were 6 Indian grammar schools, but no segregated high schools, students going that far in school were admitted to public high schools. (169-172 goes into Indian citizenship and ability to testify in courts); In 1961, an advisory comm. on Indian Affairs set up to study Calif. Indian problems; in 1965, a resolution called for naming an American Indian day [did it pass?] [see copy in Indian Education file]

63. 1965/10/5, Letters to the Editor: More on John Brown, Sacramento Bee, Durney, Maxine

BrownSarah, followup

[Durney is Reference Librarian, Tehama County Library, Red Bluff] She writes in reponse to a Sept. 24 letter [see]; the library has a Brown family collection; John Brown's son, Salmon, pioneered sheep raising in Tehama county; Sarah Brown "loyal to the cause for which her father had fought, became a teacher in the Negro settlement on Coyote creek" near Proberta. [see Sept. 24, 1965 Letters to the Editor]

1966/5/28, 100 Years Ago Today, Sacramento Bee

BrownSarah, followup

May 28, 1866, Sarah B. began teaching in the Red Bluff Colored School. [see cty. supts. report, newspaper around that date, John Brown Family, Ms. Collection Summary Sheets, CSL]

1969/4, , Far Westerner

Stockton, early schools

(v. 10:3-9) The first public school in Stockton was built on land donated by Capt. Charles Weber, and operated by C.M. Blake; it was called "the Academy" but soon failed despite continued support by Weber;

The 2nd public school was formed by Edw. Canavan, R.S. Elsworth, Dr. R.P. Ashe, Dr. Chris Grattan, its director W.P. Hazelton; it depended on private subscriptions to operate.

The 3rd public school opened on Feb. 28, 1852 with 3 teachers: Dr. Wm. G. Carder (sp?), Mrs. C. Wood and Miss C. Kerr.

66. 1972/7-10, Clio in the Raw: Archival Materials and the Teaching of History, American Archivist, Taylor, Hugh A.

student modules; archives kits

On student archives modules: he discusses archives "kits" prepared for local history studies for use in the schools, suggests local topics included such as schools, turnpikes or roads, elections, hospitals; kits prepared around such concrete topics have been used with success in England and France.

The kits are prepared in-house because teachers don't know how to do this kind of research, and wouldn't have time to develop such a project if they did know how. (323) Soem kits are made into bound volumes with documents, diagrams and introductions, some documents are facsimile reproductions in color with appropriate texture; the "Jackdaw Series" is a for-profit series produced in England, it appealed to many, but documents lacked organic unity; the U. of Newcastle and Seux series were much better.

(325) There are two ways to work with the documents: as exposition or manipulation: 1) Maniuplation-flash the document on a slide screen, and tell the students what it means; 2) Exposition- give the children copies, let them workin groups of 3 or 4 and then report back to the other group on what the document means.

A focus on local history must be concrete, use names of individuals, streets, places, organizations, tie it to family history, which is hard to do if you're far from home; the point is not to turn the student into a historian, but to get students acquainted with archives, to recognize the value of documents and written records, to derive a sense of awareness and connectedness to location; studying education/schools, for example, should be personally empowering to students.

(329) One discussion centers on how structured these kits (or folders or modules) should be; students should be able to reach more than one conclusion; users found children go "increasingly responsible" when they received their documents for study

[Were they working with originals? or high quality facsimiles? We could select a school register, and have students adopt an identity then study the background of the student, her/his family, using ms. census records, city directories, etc, in addition to school records; of course, these would have to be pretested to be sure information was findable; in other words, lots of work; could a genealogy group be persuaded to get involved? But maybe it's not so necessary to get that specific on an individual basis, a few grade reports and the census entries contain a lot of information by themselves, addition of a class photo, a few street scenes, some other school documents, may well be enough to be worthwhile.]

[10/10/89-checked MELVYL--nothing on archives kits, Devitt, Margaret, Learning with Jackdaws, London, 1970; Univ. of Newcastle, "Coals to Newcastle" series; Seux series; Jackdaws

67. 1975/Summer, John Swett: The Rincon Period, 1853-1862, Pacific Historian 19:133-147, Polos, Nicholas C.

Swett, school board, early teachers

(135) Swett got his position at Rincon School because the students had rebelled against prin. Stillman Holmes, who then resigned; Swett described the school: (135) "a small rented house planted in the middle of a sandbank on the corner of First and Folsom street. To the original shanty there had been attached a shedlike addition for the primary children. There was neither blackboard nor map in this primitive schoolroom. The only apparatus consisted of a wooden water pail and a battered tin dipper, from which the children brought water from a well not far distant, the owner of which allowed the boys to draw one bucket of water a day. There was a small table for the teacher, and one rickety chair. The school children furnished their own ink bottles, their pens and their paper. Compared with this wretched makeshift of a school house, the Pittsfield school building in which I learned to read and write and cipher was a palace."

(136) Swett did not simply reproduce the New England ideas of ed. that he'd been accustomed to, at Rincon he had a chance to try out new ideas: "My educational notions have changed since I taught school near Boston. Living in a state where people have been gleaned from every other state in the Union, from France, Germany, Italy, England, Ireland, Australia, and China, new conditions have made new questions to be decided, and new issues met."

Swett didn't have to use a specified course of study, student were grouped along ability lines; from Rincon, Swett began (137) "a campaign to place the needs of the schools before the public." This was Swett's beginning as a public figure, based on his commitment to the school system: "The importance of the common school as a national institution cannot be overestimated. The system of free schools, indeed, is an essential element of our government.... This State is filling up with inhabitants from the four quarters of the globe. All the elements of greatness are here-- intellect, talent, genius, energy -- and a restless activity that knows no precedent. But the heterogeneous atoms lie in one chaotic mass, to be molded into symmetry by some controlling power."

(137-8) In Dec., 1854, an article in the paper announced "Beautiful new schoolhouse on Rincon Point." Swett kept schools in the public eye by holding festivals and public speaking; his pupils held him in high esteem; (140) One of his students, Frank Hilton, "[?] the shout of exultation, / Let the banners be unfurled; Education for each nation / Common schools for all the world." Rincon became the first school in Calif. to introduce gymnastics and calisthenics on a daily basis.

(140) May Day festivals actually raised money for the schools, and Swett presented exhibitions in gym. and calisthenics [Polos calls it "calesthentics" but why? see Swett, does he use this term?] which caused a minor sensation; some of the profits from these festivals was used to buy a gym; James King of William

donated \$25 for dumb bells, William Sherman gave the same toward a new piano; Swett considered games, field-trips, calisthenics and gymnastics a part of the regular curriculum, and even for girls. (141) According to Polos, Swett was progressive but not revolutionary; he supported co-ed of the sexes.

The rules of the school board placed a real burden on principals; as principal teacher, they had complete charge of a class, usually the highest grade; all administrative work was to be done outside school hours; this didn't leave him much time to visit other classes in the school, but he still found time (142) to offer extra classes, make field trips, write poetry and articles, and do "some volunteer social teaching" [what's that?].

Swett didn't believe in corporal punishment, even though when he took over Rincon School, the older boys were running wild having just forced the prin. to resign; he said he was never exposed to whipping in schools as a student nor teacher.

Annual school exams. were held to determine fitness of the teachers; after 1856, the exams were written; he gives the example of the 1860 geography exam; (143) in 1872, at an NEA conference, he argued against this form of testing the teachers: "For 8 years I was principal of a grammar school in SF, and--I am ashamed to own it, and would not tell it were it not necessary to illustrate what I intend to present --I had the cowardice, like other teachers with me, to submit without protest, to 8 annual examinations to secure a certificate 'valid for one year,' in order to determine my fitness to teach the same school for each proceeding school year. Nor was this the end of humiliation and insult. After securing a 'brand-new' certificate at the end of each year, before I could enter school again I had to be re-elected.... This annual re-election of teachers was handed down to us from the primitive New England town meeting.... I made a ----[?] to break up and root out the annual re-election and annual re-examination farce." [143-4 details on teaching methods]

(145) In 1856, Swett helped found an evening school along with Ahira Holmes, James Denman and John Hammill; in 1859 he got the board to rescind the policy of reappointing teachers each year, so that any teacher not removed from a position was retained; in 1860 he began editing an educational section in Bookseller, the first professional schools journal published in Calif.; in 1863 helped? est. the journal California Teacher; (146) one of his chief complaints about public schools was the poor pay teachers received; [copy in serials 1 file; get p. 148 and fill in missing words in quotes above]

68. 1976/Fall, Schools Behind Barbed Wire, California Historical Quarterly, Wollenberg, Charles

Japanese, segregation, relocation camps

(210) Over 70,000 of the 110,000 Japanese in internment camps came from Calif. Students were taught in schools in the relocation centers, established by presidential order to teach them "an understanding of American ideals, institutions and practices." The War Relocation Authority [WRA] est. 10 camps

with a total of about 25,000 students; of course the schools were segregated, only Japanese students.

In 1906 in SF, the school board tried to form an "oriental school" but Japanese parents refused to send their kids to them and boycotted the regular public schools as well; they took their case to Tokyo, caused a diplomatic crisis between the U.S. and Japan; Pres. T. Roosevelt intervened and forced SF to admit Japanese students to public schools, but Chinese students were kept in segregated schools; by 1930, there were nearly 30,000 Japanese students in Calif public schools, they achieved significantly higher grades than white students;

(211) Relocation began about March 1942, and by Sept., 8 of the 10 centers had rudimentary schools programs; Manzanar, with 2100 students, 300 miles east of LA in Owen Valley, school was unpartitioned wood and tar paper barracks, with few books, equipment, no furniture, no desks, no chairs; Tule Lake was the largest with about 3800 students, had few teachers;

Schools were all planned along progressive lines, as WRA interpreted them; they encouraged formation of a PTA and parent advisory groups, but camp authorities had complete control; schools had student govt, athletic and debating teams, drama, art, music, but this was a big contradiction between progressive ideals and armed guards, barbed wire and prison camp life; Protests were registered; Tule Lake became camp for recalcitrants or trouble makers; some started their own Japanese language schools to prepare the kids to go back to Japan after the war; one school was named the "Greater East Asia Company Prosperity School."

69. 1985/4, Jeremiah Sanderson and the Elk Street School, Far Westerner 26, Ross, Leon T.

early schools, segregation, Sanderson

(3) Jeremiah Burke Sanderson was born in New Bedford, Mass. in 1821; was of Black, Scots and Mass. Gay-head Indian extraction; he was educated partly in public schools, it is thought, but no documentation; he also read extensively on his own, while he worked as a barber; he participated in community politics and was involved in the abolition movement, and knew and corresponded with Frederick Douglass and William Lloyd Garrison; he moved to New York, and by 1853 had a wife and 4 children; he left them for California, taking the Panama route, and arrived on the steamship Sonora; apparently disappointed to find so few blacks in SF, he moved instead to Sacramento.

(4) In Sacto he found no school for black children; one had been est. at the 7th St. AME church on May 19, 1854, but the teacher got married, and it wasn't yet proper for a married woman to teach, so the school closed in Aug.; Sanderson joined the Sacto School Comm., which raised money to buy a house and lot to be used for a school, with Sanderson as teacher; however, July 10, 1855, Sanderson petitioned the board for funds for the colored school; they finally built a school with public funds in May 1866.

In 1859, he moved to SF where he became prin. of the colored school; he taught in SF 1859-67, including at the new school built there in 1864 for over \$55,000; his family joined him while he was in SF; (6) in 1868, he moved to Stockton to teach at the new public school for colored children, the Elk Street School or the Colored School was built on land donated by Charles Weber, it opened Apr. 17, 1868; Sanderson was a compromise appointment, the members of the African Baptist Church wanted their minister Rev. Reid as teacher, the members of the AME church didn't go for that; so the school board went for a working teacher.

Sanderson had also been active since his arrival in politics and religious activities; in 1872, he became an AME minister; his reputation as a fine teacher spread; after a visit to the school, a reporter for the Stockton Independent wrote: "Many professional teachers might be benefitted by paying a short visit to the same place and noting the thoroughness of instruction given to the colored pupils by Mr. Sanderson, the colored school teacher. We hazard nothing in saying that he is one of the best teachers in the county; and it is only th prejudice which so extnesively prevails against a sable skin that prevents him from occupying one of the highest positions as a teacher in one of the public schools. There are few men if any in the County who can excel him." Parents from all over the state sent their children to the Elk Street School so they could study under Sanderson.

In 1874, he left Stockton to open a school in Oakland; Miss Susie Baxter took over his old position; one night returning late from work, Sanderson took a shortcut through the railroad yard, and was killed at age 53 [Ross says to check the newspaper stories about this, he died under mysterious circumstances]. [Ross helped get a plaque placed in Sanderson's memory in 1985; copy serials 1 file]

70. 1990/5/16, On Excellence (column): An Rx for our Ailing Schools, Sacramento Bee, Peters, Tom

school reform, business involvement

Peters argues all the quick fix solutions for schools like introducing a free choice/market system; proficiency testing, etc., aren't going to solve this problem; the school themselves have to change; he suggests 8 reforms: 1) INDIVIDUAL LEARNING - and smaller schools, get rid of the factory model; 2) PROJECT ORIENTATION - fewer lectures and textbooks, student participation in learning process; 3) ENERGETIC ENVIRONMENT - that fosters creativity; 4) LONGER CLASSES - with fewer interruptions; 5) RELEVANCE - students should understand why a project is being addressed; content shouldn't be presented as though learning were a process of accumulating "facts on file" 6) "PROMOTE SELF-ESTEEM AND STUDENT ENGAGEMENT" - and self discipline and respect will also emerge; 7) "DESTROY FILL-IN-THE-BLANK TESTS" - have project based written assignments; 8) create "EDUCATED, PERPETUALLY CURIOUS ADULT[S]" through an emphasis on writing, questioning, reading, listening, measuring, calculating, speaking, problem

solving - that's what we need to do.

71. 1990/5/23, On Excellence (column): A Program to Reform Our Schools, Sacramento Bee, Peters, Tom

school reform, business involvement

He charges there seems to be a "conspiracy to prevent learning in the classrooms." Has 10 suggestions for improving schools: 1) REDUCE BLOATED ADMINISTRATIONS - and get administrators off principals' and teachers' back; 2) SMALLER SCHOOLS - with less than 250 each; 3) FOCUS ON CLASSROOM - on teachers and students and what they do; 4) ELIMINATE DISTRACTIONS - get rid of the P.A. system; 5) PRINCIPALS SHOULD BE EDUCATORS NOT ADMINISTRATORS - as in the idea of "prin. teacher," they should help improve teaching; 6) FACULTY PARTICIPATION IN ALL SCHOOL OPERATIONS - focus on group involvement with the goals of the school because they helped develop them; 7) REDUCE STANDARDIZED LESSON PLANS; 8) TRUST TEACHERS; 9) HONOR TEACHERS; 10) READ TED SIZER'S BOOK - says it shd. be req'd reading for ed. reformers; 11) "BEWARE THE BUSINESSMAN BEARING GIFTS" - there's no quick fix that can be applied.

72. 1990/5/23, Rural Students Face Higher Risks of Failure, Study Finds, Sacramento Bee,

students

The "National Study Regarding At-Risk Students" [National Rural Development Institute, 1980] found rural students more likely to have problems due to crime, substance abuse, neglect and about 30 other factors; substance abuse: about 18% rural to about 10% nonrural; depression: about 12% rural to about 10% urban to about 9% suburban; involved with crime: about 7% rural to about 6% in urban and suburban.

73. 19xx, , American Archivist, Taylor, Hugh A.

definition: document

On the document as a form: 1) a document is a unique creation, an artifact, even though often as a form, it is standardized, it is only partly form; partly each document is a one-at-a-time production, a combination of signature(s) or seal(s) that give(s) the document authority as a document;

[Compare this to the dictionary definition of document: as a noun: 1) A written or printed paper furnishing information or evidence...; a legal or official paper; 2) Any written item, as a book or article, etc. esp. of a factual nature; 3) Archaic,

evidence; proof; v.t. 4) To furnish wiht documents, evidence; 5) To support by documentary evidence; 6) Naut. to provide a vessel with particulars concerning its nationality, tonnage, etc; 7) Obs. to instruct; [late ME<L...docere: to teach].